

**North Carolina Office of Early Learning
Demonstration Program
Comprehensive Demonstration Site Criteria**

1. Classroom receives funds from the Department of Public Instruction
2. Provides a program for a regular school day (6 to 6.5 hours) for 180 instructional days per school calendar year
3. Models the use of *Foundations*, North Carolina's Early Learning Standards for pre-kindergarten or North Carolina Essential Standards for Kindergarten
4. Models the intentional implementation of a pre-kindergarten curriculum or a balanced approach to instruction as described in *The Power of K North Carolina Position Statement on Kindergartens of the 21st Century* both approved by the State Board of Education.
5. Models research-based teaching practices and incorporates a variety of teaching methods as described by:
 - *The Resource Manual for Administrators Supervising and Evaluating Teachers of Young Children*
 - *The North Carolina Guide for the Early Years, Second Edition*
6. Models a process of on-going formative assessment during instruction that provides feedback to inform and adjust teaching and learning
7. Provides and models the use of developmentally appropriate and culturally responsive learning environments, both indoors and outdoors
8. Pre-kindergarten classroom maintains a classroom score of 5.0 or above on the Early Childhood Environment Rating Scale-Revised (ECERS-R)
9. Maintains a maximum class size of 18 in pre-kindergarten and 21 in kindergarten with a full time teacher and full time teacher assistant
10. Demonstrates collaborative partnerships with Exceptional Children personnel to provide appropriate modifications and accommodations to address the individual needs of children with disabilities
11. Implements an intentional written plan to provide inclusive settings for preschoolers with disabilities by maintaining a ratio of typically developing children to children with disabilities of at least 90:10, no more than 50:50, with a goal of 70:30, with adequate staffing and resources
12. Models the intentional implementation of evidence-based practices to support children's emotional and social development
13. Implements an intentional written plan, with administrative support, for family engagement and support, including establishing positive relationships with all families, engaging families in shared decision making, and promoting ongoing family-school partnerships
14. Models appropriate methods for teaching children who are English learners
15. Implements an intentional written plan for facilitating effective transitions into pre-kindergarten, into kindergarten and into first grade
16. Employs a qualified lead teacher with a North Carolina Standard Professional II License appropriate to the program or grade level assigned:
 - The teacher implements and maintains a self-assessment, formal evaluation and reflection process to strengthen teaching practices and child learning outcomes, monitored through a professional growth plan.
 - The teacher participates in research-based professional development activities defined by child learning data and professional teaching practices evaluation data and identified in the professional growth plan.